

BRIEFING TECHNICAL MATERIAL

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The objective of this training experience is that upon conclusion of the course participants will be able to develop and deliver a briefing, to include graphics, on a technical subject to a non-technical audience which effectively conveys the major points identified in the briefing. Specifically, participants will be able to:

1. Tailor the presentation to address the needs of the audience.
2. Convert technical concepts and jargon into language easily understood by the layperson.
3. Organize and cover major points effectively given the time constraints.
4. Produce visual aids that are easily understood and readable from the last row.
5. Use voice, gestures and non-verbal communication effectively.

To help you analyze your communication, strengths and weaknesses, complete the following questionnaire: Indicate the degree to which the statements apply to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree.

	SA					SD				
	1	2	3	4	5					
1. While participating in a conversation with a new acquaintance I feel very nervous.	1	2	3	4	5					
2. I have no fear of facing an audience.	1	2	3	4	5					
3. I look forward to expressing my opinion at meetings.	1	2	3	4	5					
4. I look forward to an opportunity to speak in public.	1	2	3	4	5					
5. I find the prospect of speaking mildly pleasant.	1	2	3	4	5					
6. When communicating, my posture feels strained and unnatural.	1	2	3	4	5					
7. I am tense and nervous while participating in group discussions.	1	2	3	4	5					
8. Although I talk fluently with friends, I am at a loss for words on the platform.	1	2	3	4	5					
9. My hands tremble when I try to handle objects on the platform.	1	2	3	4	5					
10. I always avoid speaking in public if possible.	1	2	3	4	5					
11. I feel that I am more fluent when talking to people than most other people are.	1	2	3	4	5					
12. I am fearful and tense all the while I am speaking before a group of people.	1	2	3	4	5					
13. My thoughts become confused and jumbled when I speak before an audience.	1	2	3	4	5					
14. Although I am nervous just before getting up to speak, I soon forget my fears and enjoy the experience.	1	2	3	4	5					
15. Conversing with people who hold positions of authority causes me to be fearful and tense.	1	2	3	4	5					
16. I dislike to use my body and voice expressively.	1	2	3	4	5					
17. I feel relaxed and comfortable while speaking.	1	2	3	4	5					
18. I feel self-conscious when I am called upon to answer a question or give an opinion in a group.	1	2	3	4	5					
19. I face the prospect of making a presentation with complete confidence.	1	2	3	4	5					
20. I would enjoy presenting a speech on a local television show.	1	2	3	4	5					

At which level of communication do you feel most comfortable?

At which level of communication do you feel least comfortable?

What are your communication strengths?

What are your communication weaknesses?

How can you overcome these weaknesses?

HOW WELL DO YOU LISTEN?
(...A Personal Profile)

Here are three (3) tests in which you are asked to rate yourself as a listener. There are no correct or incorrect answers. Your responses, however, will extend your understanding of yourself as a listener, and highlight areas in which improvement might be welcome...to you and to those around you.

When you've completed the tests, the Instructor will show you how your scores compare with those of thousands of others who've taken the same tests before you.

QUIZ #1

A. Circle the term that best describes you as a listener.

Superior	Excellent	Above Average	Average
Below Average	Poor	Terrible	

B. On a scale of 0 - 100 (100 highest), how would you rate yourself as a listener?

0 _____ 100

QUIZ #2

How do you think the following people would rate you as a listener?

0 _____ 100

Your Best Friend _____
Your Boss _____
Business Colleague _____
A Job Subordinate _____
Your Spouse _____

QUIZ #3

As a listener, how often do you find yourself engaging in these ten (10) bad listening habits? First, check the appropriate columns. Then, tabulate your score using the key on the following page.

<u>Listening Habit</u>	<u>Frequency</u>				<u>Score</u>	
	<u>Almost</u> <u>Always</u>	<u>Usu-</u> <u>ally</u>	<u>Some-</u> <u>times</u>	<u>Sel-</u> <u>dom</u>	<u>Almost</u> <u>Never</u>	
1. Calling the subject uninteresting	_____	_____	_____	_____	_____	_____
2. Critizing the speaker's delivery or mannerisms	_____	_____	_____	_____	_____	_____
3. Getting over-stimulated by something the speaker says	_____	_____	_____	_____	_____	_____
4. Listening primarily for facts	_____	_____	_____	_____	_____	_____
5. Trying to outline everything	_____	_____	_____	_____	_____	_____
6. Faking attention to the speaker	_____	_____	_____	_____	_____	_____
7. Allowing interfering distractions	_____	_____	_____	_____	_____	_____
8. Avoiding difficult material	_____	_____	_____	_____	_____	_____

9. Letting emotion- _____
laden words arouse _____
personal antagonism _____
10. Wasting the advan- _____
tage of thought _____
speed (day dreaming) _____

<u>KEY</u>	TOTAL SCORE _____
For every "Almost Always" checked, give yourself a score of	2
For every "Usually" checked, give yourself a score of	4
For every "Sometimes" checked, give yourself a score of	6
For every "Seldom" checked, give yourself a score of	8
For every "Almost Never" checked, give yourself a score of	10

PROFILE ANALYSIS

This is how other people have responded to the same questions that you've just answered.

QUIZ #1

- A. 85% of all listeners questioned rate themselves as Average or less. Fewer than 5% rate themselves as Superior or Excellent.
- B. On the 0 - 100 scale, the extreme range is 10 - 90, the general range is 35 - 85, and the average rating is 55.

QUIZ #2

When comparing the listening self-ratings and projected rating of others, most respondents believe that their best friend would rate them highest as a listener. And that rating would be higher than the one they gave themselves in Quiz #1. Where the average was a 55.

How Come? We can only guess that best friend status is such an intimate, special kind of relationship that you can't imagine it ever happening unless you were a good listener. If you weren't, you and he/she wouldn't be best friends to begin with.

Going down the list, people who take this test usually think their bosses would rate them higher than they rated themselves. Now part of that is probably wishful thinking, and part of it is true. We do tend to listen to our bosses better -- whether it's out of respect or fear or whatever doesn't matter.

The grades for colleague and job subordinate work out to be just about the same as the listener rated himself...naturally 55 figure again.

But when you get to spouse...husband or wife...something really dramatic happens. The score here is significantly lower than the 55 average that previous profile-takers gave themselves. And what's interesting is that the figure goes steadily downhill. While newlyweds tend to rate their spouse at the same high level as their best friend, as the marriage goes on...and on...the ratings falls. So in a household where the couple has been married fifty (50) years, there could be a lot to talk, but nobody is really listening.

QUIZ #3

The average score is 62...7 points higher than the 55 that the average test-taker gave himself in Quiz #1. Which suggests that when listening is broken down into specific areas of competence, we rate ourselves better than we do when listening is considered only as a generality.

Of course, the best way to discover how well you listen is to ask the people to whom you listen most frequently, your spouse, boss, best friend, etc., they'll give you an earful.

TEN (10) KEYS TO EFFECTIVE LISTENING

These keys are a positive guideline to better listening. In fact, they're at the heart of the developing better listening habits that could last a lifetime.

<u>Ten Keys to Effective Listening</u>	<u>The Bad Listener</u>	<u>The Good Listener</u>
1. Find areas of interest	Tunes out dry	Opportunities . asks
2. Judge content, not delivery	Tunes out if delivery is poor	Judges content, skips over deli- very errors
3. Hold your fire	Tends to enter into argument	Doesn't judge until comprehen- sion is complete
4. Listen for ideas	Listen for facts	Listens for central themes
5. Be flexible	Takes intensive notes using only one system	Takes fewer notes. Uses 4 or 5 different systems, depend- ing on speaker
6. Work at listening	Shows no energy output. Atten- tion is fakes	Works hard, exhi- bits active body state
7. Resist distractions	Distracted easily	Fights or avoids distractions, tolerates bad habits, knows how to concentrate

- | | | |
|---|---|---|
| 8. Exercise your mind | Resists difficult expository material, seeks light, recreational material | Uses heavier material as exercise for the mind |
| 9. Keep your mind open | Reacts to emotional words | Interprets color words, does not get hung up on them |
| 10. Capitalize on fact, thought is faster than speech | Tends to day-dream with slow speakers | Challenges, anticipates, mentally summarizes, weighs the evidence, listens between the lines to tone of voice |

FACTS ABOUT LISTENING

1. First of all, you should know what is meant by "Listening"

It's more than just hearing. That's only the first part of listening ...the physical part when your ears sense sound waves. There are (3) other parts equally important. There's the interpretation of what was heard that leads to understanding, or misunderstanding. Then comes the evaluation stage when you weigh the information and decide how you'll use it. Finally, based on what you heard and how you evaluated it, you react. That's listening.

2. Before we can become good listeners, it helps to know why people talk to each other.

There are four (4) basic types of verbal communication. There's the "getting-to-know-you" or the "building of relationships kind to talk which is called phatic communication. Next, there's cathartic communication which allows the release of pent-up emotion and often amounts to one person spilling his or her troubles on concerned, caring ears. Then there's persuasive communication where the purpose is to reinforce or change attitudes or to produce action, and finally, informative communication.

3. Listening is our primary communication activity

Studies show that we spend about 80% of our waking hours communicating. And, according to research, at least 45% of that time is spent listening. In schools, students spend 60% - 70% of their classroom time engaged in listening. And in business, listening has often been cited as being the most critical managerial skill.

4. Our listening habits are not the result of training but rather the result of the lack of it.

The chart shows the order in which the four (4) basic communication skills are learned, the degree to which they are used and the extent to which they are taught. Listening is the communication skill used most but taught least.

	<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
<u>Learned</u>	1st	2nd	3rd	4th
<u>Used</u>	Most (45%)	Next Most (30%)	Next Least (16%)	Least (9%)
<u>Taught</u>	Least	Next Least	Next Most	Most

5. Most individuals are inefficient listeners.

Tests have shown that immediately after listening to a ten (10) minute oral presentation, the average listener has heard, understood, properly evaluated, and retained approximately half of what was said. And, withing forty-eight (48) hours, that drops off another 50% to a final 25% level of effectiveness. In other words, we quite often comprehend and retain only one-quarter of what is said.

6. Inefficient and ineffective listening is extraordinarily costly.

With more than 100 million workers in America, a simple ten (10) dollar listening mistake by each of them would cost a billion dollars. Letters have to be retyped, appointments rescheduled, shipments reshipped. And, when people in large corporations fail to listen to one another, the results are even costlier. Ideas get distorted by as much as 80% as they travel through the chain of ccommand. Employees feel more and more distant, and ultimately alienated, from top management.

7. Good listening can be taught.

In the few schools where listening programs have been adopted, listening comprehension among students has as much as doubled in just a few months.

A final word about listening. Listening is an important and often neglected communication skill.

Listening is just as active as talking, although most people believe the primary responsibility for good communication rests with the speaker. But think how much better we could communicate if both the listener and the speaker took at least 51% of the responsibility for successful communication!

LAWS OF COMMUNICATION

1. You cannot not communicate.
2. Information is power.
3. The greatest problem with communication is the illusion that it has occurred according to the way we intended it to.
4. Words have no meaning.
5. The environment, to a large degree, controls the communication.

BRIEFING EVALUATION

NAME _____ DATE _____

CLAIM:

INTRODUCTION: Topic made important? Previewed body of message?
Enhanced source credibility?

BODY: Organization - Developed plan of message? Message was
balanced? Good internal summaries? - Evidence?

STYLE: Word choice was effective? -- or too technical -- too
vague, triggered unintended audience reaction?

DELIVERY: Used voice effectively -- Effective bodily action?

CONCLUSION: Summarized? Ideas made memorable? Use of visual
aids?

/

PRELIMINARY PLAN WORKSHEET

Title or subject of this briefing: _____

Approximate date, time, and place of this briefing: _____

Who requested the briefing (if other than yourself)? _____

Your OBJECTIVES for this briefing (what will be the immediate results if this briefing is successful)?:

1. _____
2. _____
3. _____

AUDIENCE for this briefing (who are they and what is their general knowledge of, interest in, and attitude toward the subject)?: _____

MAIN IDEAS OR CONCEPTS that the audience must get and retain if the objectives of the briefing are to be met:

1. _____
2. _____
3. _____

Types of FACTUAL INFORMATION necessary to support the main
ideas:

1. _____
2. _____
3. _____

NOTES:

Forms of verbal supporting material.

These are the materials which provide the explanation and proof upon which understanding and belief rest. Their purpose is to clarify, amplify, or to establish the major points or contentions of your speech.

1. EXPLANATION: Is an expository or descriptive passage, the purpose of which is to make a term, concept, process, or idea clear and intelligible. It may also set forth the relations between a whole and its parts. Two cautions must be observed in the use of explanation: (1) do not allow your explanation to become too long or involved: (2) do not talk in vague or abstract terms. Keep explanation simple, brief, and accurate; combine them with other forms of support so as to make each idea concrete and specific.

2. ANALOGY OR COMPARISON: similarities are pointed out between something which is already known, understood, or believed by the audience and something which is not. We may explain the game of cricket by comparing it with baseball, for instance. (The only problem which exists in this type of proof is: Do the similarities between the items compared outweigh any differences that might be relevant to the conclusion you are drawing?

3. ILLUSTRATION (Detailed Example): This is the narration of an incident to bring out the point you are trying to make. It describes in detail a case typical of the general conditions the speaker wishes to emphasize. The two principle requirements are: narrative form, and details vividly described with imagery. There are two types of illustrations, however, the first being a hypothetical which is an imaginary narrative consistent with known facts and reason. It is principally used to make an abstract explanation more vivid and concrete. The second being the factual illustration thus named because the incident actually happened. This has a high persuasive value and should be particularly concerned with vividness of imagery and the personal tone created by the use of direct discourse.

4. SPECIFIC INSTANCE (Undeveloped Example): Instead of describing a situation in detail, you merely refer to it pointedly and succinctly in passing. This is used when time prevents the development of a complete illustration or as a back-up or pile-up of additional evidence.

5. STATISTICS: Statistics are impressive when properly gathered and analyzed because they constitute facts which deal with the truth or justice of the speakers claim. They are used to point out increases or decreases, to emphasize largeness or smallness, or to show how one phenomenon affects another. Masses of large or astronomical figures are often difficult for an audience to understand, therefore, we would use the one-in-ten type of effect that figures don't lie, but liars figure. Never let this be said of you. (When you are using statistics as proof).

6. TESTIMONY: When a speaker cites verbatim the opinions or conclusions of others he is using testimony. Sometimes testimony is used to clarify or explain an idea; at other times it is intended to supply proof for a contention. The twin tests of all testimony is authoritativeness and audience-acceptability. Remember it is least of the logical proofs, and should be used with discretion.

7. RESTATEMENT: The last form of support gains its strength from the power of repetition to clarify or to persuade. Restatement consists of saying the same thing over one or more times, but saying it each time in a new and in a different way.

USE OF VISUAL AIDS

DISPLAYING VISUAL AIDS. Do not display visual aids until you reach the place in your presentation where you plan to use them. Place the material on a table until you are ready to use it. Otherwise the visual aids will become a distracting factor.

WITH THE EXCEPTION OF MODELS, IT IS SELDOM WISE TO HOLD YOUR MATERIAL WHILE YOU ARE USING IT. It is difficult to hold materials so the audience can see it, and you limit the use of your hands for gesturing.

FASTEN ALL CHARTS HIGH ENOUGH SO THAT EVERYONE CAN SEE THEM. Use a pointer to point out the details to which you refer.

DO NOT TURN YOUR BACK TO THE AUDIENCE WHEN REFERRING TO YOUR CHARTS. You should know your charts well enough that a glance will be sufficient for you to spot the detail you wish to point out. Do not stand in front of the chart; stand far enough to one side that you do not obstruct the view of the people on that side of the room. Remain close enough to your charts, etc., that you do not have to walk back and forth to get to them.

WHEN USING MODELS FOR PURPOSE OF DEMONSTRATION, HAVE A TABLE ON WHICH TO PLACE THE PARTS. Be careful that you hold each piece so that it can be seen; don't cover it with your hand or hold it to one side. Practice the demonstration so that you can handle the article efficiently. Do not pick up or play with the article until you are ready to refer to it; put it down as soon as you have finished with the demonstration. Demonstrations seldom can be used with a large audience because details are too small. Sometimes it is advisable to have a large audience gather around a table at which you work, or have some of the details amplified on charts which you use in conjunction with the model.

SUMMARY OF RULES FOR USE OF VISUAL MATERIAL

1. Plan the specific usage and practice it before the presentation.
2. Keep the visual aids clear and simple.
3. Use a large enough scale for easy visibility.
4. All lines should be neat and heavy.
5. Keep your eyes on the audience.
6. Do not stand in front of the visual aid or cover it with your hands.
7. Display the visual aids only when you are making use of them.

VISUAL SUPPORT

PROJECTED AIDS

AID	ADVANTAGES	DISADVANTAGES
1. Overhead Projector	Can face audience while using. Room can be lit. Inexpensive to prepare transparencies. Can be used spontaneously (drawing on a transparency).	Lacks three-dimensionality. Does not convert pictures directly (must be made into transparencies).
2. Opaque Projector	Projects pictures directly from source onto screen. No preparation necessary.	Darkened room needed. Emits light which "blinds" several members of audience. Bulky, obstructs view.
3. Slide Projector	Useful for showing a series of photographs Operates easily. Can face audience while using. Can be remote controlled.	Advance time needed to develop slides. Darkened room needed.
4. Videotape	Useful when motion needed. Easy to refer back to (you can go back easily).	Expensive. Bulky to handle. Advance preparation often needed. Difficult to see if audience is large.

VISUAL SUPPORT

NONPROJECTED AIDS

AID	ADVANTAGES	DISADVANTAGES
1. Model	Reduces size of actual object (conserves space).	Expensive and time consuming to prepare. Difficult to see if audience is large.
2. Pictures	Inexpensive	Difficult to see if audience is large. Difficult to handle.
3. Handouts	Can be saved by audience. Complements presentation if used properly.	Distract attention if used while talking.
4. Chalkboard	Readily available, especially when advance preparation is not feasible.	Must turn back to audience to use. Usually sloppy when used hastily.
5. Flip chart	Easy to use. Easy to refer back to. Allows contact with audience.	Not useful with large groups. Lacks pictorial realism. Difficult to transport.
6. Flannel Board	Accommodates three dimensional visuals. Same advantages as flip chart	Not useful with large group. Difficult to transport.
7. Tape Recorder	Ideal complement to other aids where sound is important.	Time consuming preparation. Difficult to coordinate (needs a great deal of rehearsal time).

Preparation of Transparencies

1. Arrange materials on 8 1/2 x 11 paper.
2. Materials, illustrations, printing should be in proportion to the paper size.
3. Always print.
4. Various print styles and different colors will promote visual interest.
5. Transfer the final draft to a transparency sheet.
6. Drawings, logos, preprinted text of proportionate size can be photocopied onto a transparency.
7. Check margins -- make sure all parts of your visual will be projected.
8. If additional material is to be added to a transparency -- or marking is to be done during your presentation, prepare an overlay sheet: 1) with the additional information/material, or 2) blank to be marked on. ALWAYS check alignment of the overlays.
9. USE TRANSPARENCY MARKERS ONLY!!!
10. Eliminate refocusing by keeping all transparencies in proportion.
11. Practice using the projector and controls until you feel comfortable with the 1) image projected, 2) focus, 3) positioning, 4) glare between transparencies.
12. Use the edging to label transparencies. (Front, back, top, bottom.)

Checklist for Use of Overhead Transparencies

1. Locate electrical outlets -- always carry extension cords.
2. Check lighting in the presentation room -- should be adjustable to the right degree of darkness.
3. Immediately prior to your presentation, check projector, adjust focus using the first transparency.
4. Check placement of projector, make sure it will not interfere with anyone's view.
5. Clean glass on the projector.
6. Only run the projector when you are using it.
7. Overhead projectors are noisy, compensate by speaking louder when using it.
8. Describe the transparency before you project it.
9. Use the pointer on the transparency not the screen image.
10. ALWAYS FACE THE AUDIENCE.

Handout Usage

1. Handouts that serve as background for information should be distributed prior to the presentation, especially when the expertise of the audience varies greatly from person to person.
2. Handouts you will use during the presentation should be distributed at the time you want them used, either by you or by an assistant.
3. Review materials or support data that will not be part of your presentation should be distributed after you have finished.
4. Do not fumble with or point to loose handout sheets during your presentation. Use specific page and paragraph citations to direct the audience's attention to particular points on the handouts.
5. For added emphasis and to minimize paper shuffling and distraction in the audience, printed handout pages can be transferred to overhead transparencies. This is especially useful if you are using other transparencies and the room has been made too dark for comfortable reading.

Hints for Handout Materials

1. Double-space all handouts and use only one side of the paper.
2. Proofread before copying.
3. Check for clarity and correctness of the points you wish the audience to read and remember.
4. Always have more copies available than you feel you will need.
5. If highlighter is to be used, do so after the copies have been made.
6. Blue ink does not photocopy well, use red or green.
7. Decide, in advance, when the handouts are to be used and label each group accordingly. Sometimes photocopying on different colored papers helps avoid confusion.
8. Number and label all pages, charts and diagrams clearly for easy identification.
9. Check to be sure all originals and copies are clean and legible.

35mm SLIDES

Slides should be used to illustrate numerous points or when actual photographs are part of the presentation. Slides require special preparation and additional guidelines are given for working with art professionals.

Preparation:

1. Make arrangements for a screen and slide projector and the presentation facilities. Check to ensure that all the people will be able to "read" the screen.
2. If your slides require text, captions, or special graphics, alert the art staff or consultant well in advance so that sufficient preparation time can be set aside.
3. When preparing graphics for a center screen format, you must use a horizontal format so that the largest possible screen image can be achieved.
4. When preparing materials for a side-by-side dissolve (two projectors, two screen) presentation, you can use either a horizontal or vertical format.
5. Personally present your materials to the Art Department. Consult the artists, they are visual experts and know which colors, layout, and design will be most effective. Listen to their suggestions, but do not hesitate to question anything that does not meet your requirements or limitations.
6. Proof all camera-ready art before sending it to the photo lab. Allow one week for the photo lab to produce slides from camera-ready materials.
7. Upon receiving the slides from the lab, review and number each in the order which it will be shown.
8. For the parts of the presentation requiring no visual support, insert black slides into the carousel at the appropriate points. This will ensure that the audience members refocus their attention on you.
9. Familiarize yourself with the projection equipment and its capabilities.

10. Dry run your presentation at the presentation facility. Stand where you plan to be and practice. Give you presentation while using the projector to change slides at the appropriate points. This will ensure that your are comfortable with the physical situp, the slides correspond to your topics, and they are loaded in the carousel correctly.

11. While projecting a slide, walk around the facility, checking visability from all points.

12. If the slides are being controlled by a projectionist, dry run the presentation with him/her to make sure you both have the correct cues.

Presentation:

1. Check all equipment prior to presentation time.
2. Darken the room so that the screen is bright, but you have enought light to be seen by the audience and to read your presentation cards.
3. Change the slides when you change topics.
4. Talk to the audience, not the screen. They came to see and hear you!

DEMONSTRATIONS:

Demonstrations are sometimes necessary to describe or explain a process or when working models or prototypes are part of the presentation. Demonstrations that can be repeated simply, quickly, and easily and carry little risk are the most desirable.

Preparation:

1. Special equipment and props may require time for preparation -- make arrangements and reservations early.
2. Check the presentation room in advance for proper size, location of electrical outlets, light switches, and any other necessary fixtures.
3. Double check all equipment, i.e. mechanical, electrical, etc. as you make final preparations for presentations.
4. Practice until you can handle all aspects smoothly and confidently.
5. If another person is required, make contact with someone in advance, allowing time to practice together.

Presentation:

1. Double check all equipment, set-up, models, etc. as you make your final preparation.
2. The demonstration requires introduction. State what you will do, why, and the results, if any.
3. Make sure everyone has a clear view.
4. Pace the demonstration to sustain interest. Slow enough to allow the audience to understand and follow along.
5. If there are tangible results, as in an experiment, or when manageable models and prototypes are involved, circulate through the audience to display them. Do not pass things around. This invites conversation among audience members, risks an accident, and distracts attention from you, your next point and/or topic.

Hints on Chalkboard Usage

1. Simplify your material -- it's not advisable to spend a great deal of time "creating".
2. Turn to the audience from time to time as you write or draw. Do not talk with your back to the audience.
3. Draw/write for everyone to see clearly.
4. Printing as opposed to cursive, is preferred, for clarity.
5. Colored chalk is more easily seen.
6. Place chalk in chalk holder when finished.
7. New sticks of chalk tend to break and small pieces produce more screeches, try to have a worn, medium size piece available for your presentation.
8. Try not to get "dusty".
9. When all points of the illustration have been made, erase the board before moving on to the next point.

WAYS TO ORGANIZE INFORMATION

The first step in dividing the information is to examine it for natural groupings. Probably the best procedure for determining the most satisfactory grouping is to look at your subject in terms of the specific purpose. You know what you wish to inform about or what you wish to prove. Now answer the question: How can this information do it? Perhaps there are steps, rules, lists, reasons -- these form the natural method of organization. Most material tends to group itself in a natural manner. The relationships which occur most frequently are suggested below.

Arrangement by Time Sequence

Probably the most frequent arrangement is by time. Historical relationships are based on the passage of time. The seasons, a day, a man's life, a football game, and steps in completing many processes are all related to the passage of time. Take your material and try to arrange it in time, moving either forward or backward from a given time. Two examples of how time may act as the basis of organization are suggested below.

History of Iranian Oil

- I. In 1901 Wit D'Archy first drilled for oil.
- II. In 1908 the Bermath Oil Company bought out D'Archy
- III. In 1933 the Anglo-Iranian Oil Company was set up.
- IV. In 1951 Mohammed Mossadegh nationalized the oil field.

The historical time sequence is not only useful for dividing the history of oil, or of a nation, or of mankind; it may also be used to separate ideas or contributions -- for example, Einstein's greatest contributions: in 1902 the equation explaining the photo-electric effect; in 1905 the special theory of relativity using time as a dimension; in 1915 the general theory of relativity proposing the curved time-space universe.

Time sequence in a much more limited sense occur in all processes. Woodworking might be divided as follows:

Steps in Woodworking

- I. Marking a piece of stock
- II. Cutting the design
- III. Planning the stock
- IV. Sanding the surface
- V. Applying the finish

Trace out other processes or operations. The time sequence is always present. Be sure you find the primary divisions in the sequence.

Arrangement by Space

From east to west, from top to bottom, from the inside to the outside, are typical examples of spatial relationships which occur in the grouping of materials. A subdivision could be treated in terms of space. The plantings around a house would be divided by space. A typical example of space order may be found in a discussion of the atmosphere.

The Earth's Atmosphere

1. Troposphere
11. Stratosphere
111. Ozonosphere
- 1V. Ionosphere

NOTES:

Arrangement by Systems

When neither time nor space seems a logical division, try systems. The automobile may be divided best by systems -- the ignition system, the cooling system, the fuel system, and so forth. Similarly a house may be described by systems -- the heating system, the plumbing system, the electrical system. The human body is a good example:

1. The nervous system
11. The skeletal system
111. The circulatory system
- 1V. The digestive system
- V. Etc.

Arrangement by Qualities or Characteristics

Another method of arranging material is by qualities or characteristics. A machine may be discussed in terms of its economy, durability, safety, or efficiency. A man may be evaluated by his personality traits, his physical abilities, or his mental accomplishments. A chemical may be described by its properties. An institution may be examined in terms of the characteristic services it performs. For example, the Red Cross has disaster services, safety services, nursing services, blood-donating services, and international services.

Characteristics of Semi-Conductors

1. They can amplify
11. They can rectify
111. They can oscillate
- 1V. they can limit
- V. They can count

Arrangement of the Whole and Its Parts

Many large units have their own tables of organization or structure. The United States government may be divided into three parts:

The legislative branch, the executive branch, and the judicial branch. A factory may be divided into tooling, foundry, machine shop, subassembly, and final assembly. An engineering school may have departments -- electrical, civil, mechanical, chemical, mining. These normal divisions provide the best procedure in arranging material.

The Television Station

1. The commercial division
11. The engineering division
111. The programming division
- 1V. the production division

Arrangement by Structure and Function

Similar to the whole and its parts is structure and function. Any machine could be described in terms of its structure and its function. A police or fire department or any complex organization or organism can be broken down into structure and function.

A Cofferd Dam

1. Detail Its Structure
11. Detail the Function of Each Part

Arrangement by Cause and Effect

Your material may also be divided by showing why something happened, or a situation may be explained and the results described. For example a water purifying agent might be discussed by showing the result of using it. Causes of the Civil War could be a basis of the organization. The same war might also be discussed in terms of its results or effects. The effects of reducing the speed limit could be examined.

Reducing the Speed Limit

1. Reduces the Number of Accidents
11. Reduces Property Damage
111. Saves Lives

Arrangement by Problem and Solution

Many speech provide solutions to problems. The audience must be aware that a problem exists before they can examine the solution/solutions offered. Therefore, one good method of division is to discuss a problem and then explain the solution. The problems in developing the atomic powered submarine can be matched with their solutions. the problem of juvenile delinquency with its solutions may be proposed by the speaker.

Increasing Enrollments

1. Problem
 - A. Increased birth rate since the war
 - B. Increased percentage of students attending college
11. Solution
 - A. Train more teachers
 - B. Better salaries for teachers
 - C. More and better physical plants

Arrangement by Alternatives

The comparison of good and bad -- the contrast of the practical with the impractical, the economical with the costly, the safe with the dangerous, the durable with the flimsy, that which will work with that which won't, is another way of partitioning material. Ideas may be compared and contrasted, so may plans or products.

The Advantages of Education

1. The uneducated person
 - A,B,C, etc.-- his/her qualities
11. The educated person
 - A,B,C, etc -- his/her qualities

Most of the foregoing illustrations show the arrangement of materials in the informative briefing. The same methods are applicable to the persuasive briefing. Think of the discussions you have had that were either informative or persuasive. Try to lay out your ideas in a tightly organized sequence. The organization of those ideas will usually fit into one or more of the sequences suggested above. Choose the best arrangement -- the one that best fits the purpose.

How to Make Things Clear

Suggestions for oral communication situations in which it is necessary to inform, instruct, clarify, etc., (especially technical briefings). Basic principles are applicable, with modifications, to both two-person interview and audience (briefing) situations.

1. Preparation before the briefing

- A. Study the frame of mind, motivation, level of understanding, and informational background of the listener(s).
- B. Decide upon the exact purpose of the presentation.
- C. Narrow down the scope of your presentation.
- D. Organize your material under a very few main topics or points.
- E. Arrange the sequence of points in the kind of order that will be both logical and appropriate for the listener.
- F. Plan carefully -- in advance -- the introduction and conclusion.
- G. Be sure to have all physical materials (visual aids, audio aids, models, demonstration materials, hand-outs, etc.) in readiness beforehand.
- H. Check your mental attitudes before you give the presentation.

11. Techniques can be utilized in a briefing for making things clear

- A. In the first part of the presentation
- B. In the main body of the presentation
- C. At the end of the presentation

CHECKUP: Outline the basic structure of your briefing in the space below.

1. Introduction

- A. Attention Material
- B. Orienting Material or Overview

11. Body

- A. Main Point
 - 1. Support
 - 2. Support
 - 3. Internal Summary
 - 4. Transition
- B. Main Point
 - 1. Support
 - 2. Support
 - 3. Internal Summary
 - 4. Transition
- C. Main Point
 - 1. Support
 - 2. Support
 - 3. Internal Summary
 - 4. Transition

111. Conclusion

Summary/Final Appeal

TECHNICAL BRIEFINGS---CRITICAL PATH
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